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Class: LAE 4335-001 Methods of Teaching English: High School

Subject: Viewing and other 21st Century Literacy

Lesson Title: Movie Magic: Utilizing Film and the Internet to Boost your Classroom

Date/Sequence/Duration: Thursday, April 22, 2010 – One 40 minute session

1. Lesson Overview: Students will analyze a clip from the film *Speak* and a corresponding section from the book *Speak* by Laurie Halse Anderson to disseminate the differences between film and novel in the context of theme and impact.
2. Lesson Rationale: The combination of film and novel will be used to highlight the differences and similarities of a scene. Through this activity students will be able to apply film in their own classrooms. This knowledge is important in order to “develop…the…capacities for critical, deep “reading”: asking what the text’s author is attempting to accomplish, evaluate how they are doing that, and determining the extent to which they succeed – and why” (Burke 337).
3. Texts:

Anderson, Laurie Halse. *Speak*. New York: Penguin Putnam, 1999. Print.

Burke, Jim. *The* *English Teacher’s Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. 3rd ed. Portsmouth, NH: Heinemann, 2008. Print.

Christenbury, Leila. *Making the Journey: Being and Becoming a teacher of English Language Arts*. 3rd ed. Portsmouth, NH: Heinemann, 2006. Print.

*Speak*. Dir. Jessica Sharzer. Perf. Kristen Stuart, Michael Angarano, Elizabeth Perkins, Steve Zahn. Showtime, 2004. DVD.

1. Lesson Objectives:

Upon successful completion of the lesson, SWBAT:

* Analyze two forms of text from the same source
* Compare and contrast the texts
* Reflect upon the impact and effectiveness of the texts
* Utilize films within their classrooms

1. Sunshine State Standards:

9th/10th Grade:

LA.910.1.7.2: The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.7: The student will compare and contrast elements in multiple texts

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, sensory description

LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles

LA.910.6.3.3: The student will demonstrate the ability to select print and non- print media appropriate for the purpose, occasion, and audience to develop into a formal presentation

11th/12th Grade:

LA.1112.1.7.2: The student will analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning

LA.1112.1.7.7: The student will compare and contrast elements in multiple texts

LA.1112.4.1.1: The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description

LA.1112.6.3.2   The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

[LA.1112.2.1.9: The student will describe changes in the English language over time, and support these descriptions with examples from literary texts](javascript:__doPostBack('ctl00$ContentPlaceHolder1$FlBrowseTab$BenchmarkGrid$ctl01$ctl20$HyperLink2',''))

1. Instructional Resources and Lesson Materials Needed:
   * Internet accessibility
   * A/V cable for laptop
   * Laptop
   * PowerPoint presentation
   * *Speak* film clip: “Wishbone” & “Heathering”
   * *Speak* book excerpt: “Wishbone” Pgs. 61-65 & “Heathering” Pg. 22
   * *Speak* Compare/Contrast graphic organizer
   * Resource/Extension handout
   * Index cards for grouping
   * Pencil/Pen & paper
2. Lesson Sequence:

**Before Lesson:**

* Make copies of handouts
* Set up PowerPoint presentation
  + - Set clip to start of scene
    - Hand out index cards for grouping

**Introduction/Lead-in/ Focus** (**6 minutes**)**:**

PowerPoint presentation:

* + - Teachers will introduces themselves
* Explain rationale of lesson
  + Explain purpose behind lesson
  + Explain application within the classroom

Sort students into groups

* Using index cards the students will be sorted into 5 groups:
  + Group 1 will have 5 students
  + Group 2 will have 5 students
  + Group 3 will have 5 students
  + Group 4 will have 6 students
  + Group 5 will have 6 students
* Number of members will be adjusted according to absences

**Explicit Instruction**:

* Pass out Compare/Contrast graphic organizer
* Pass out excerpt from the novel *Speak*
* Give students directions on how to fill out Compare/Contrast handout
  1. Using the graphic organizer on students’ tables, they will fill out the four sections: Setting, Characters, Plot Events, and Resolution.
  2. Each section has a left and a right column. The left column contains the differences between the book and the film; the right column contains the similarities between the book and the film
  3. Because these are short excerpts there needs to only be at least two similarities and differences in both columns.
  4. After you are finished put your pencil/pen on the desk and turn to the front to wait for further instructions
* Teacher will model Compare/Contrast organizer using clip and excerpt from “Hearthering” (pg. 22) section of book and film
* Show 4 minute clip from *Speak*
* Have students read book excerpt from *Speak*
* After having viewed the clip and read the except students will fill out the Compare/Contrast organizer
* Once students are finished, the teacher will lead a class discussion on the students findings:
* What was different?
* What was similar?
* Which held more impact?
* What would they have included in the film version?
* After the class discussion the groups will decide on the overall theme of the book and film. They will give support to their conclusions from the excerpts.
* Teacher will go around the room asking each group to share their findings with the class
* Teacher will close with guiding questions:
* Why do you think it's a good idea to use media in the

classroom?

* Do you think that using media in the classroom is appropriate for all ages? Why or why not?
* If the novel your classroom finishes reading, would you have them watch the movie (if there is one)? Why or why not?

**Wrap-Up** (See attached PowerPoint for specifics)**:**

* Teacher will share web resources with the class to help enable them to implement this lesson within their own classroom
* Teacher will discuss possible extensions to the lesson based on the Burke and Christenbury rationale presented at the beginning of the lesson
* Teacher will discuss blog topics assigned for this unit

1. Assessment and Assessment Criteria:

Students will be graded on:

* The completion of the comparison sheet – each section must be answered and an overall theme and tone
* Participation in the class discussion as determined by the teacher
* Participation in small group work as determined by the teacher

1. Lesson Plan Extensions and Modification Ideas:

**Modifications:**

**ESOL:** Students will be paired with a native speaker to scaffold their learning. Subtitles, when appropriate, will be used while viewing the film.

**ESE:** Subtitles will be used while viewing the film, when appropriate. Large printed handouts will also be provided, when appropriate

**Extensions:**

* Complete a close-reading of a novel, and have students create a “movie” of the book. Students would create a “proposal” outlining the questions below. Students would also create a movie poster to advertise the film
* What would be the theme of the film?
* What scenes from the book would they keep?
* Where would it be set? Time/place?
* Who would they cast?
* What would the movie poster look like?